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AUTHOR Tobin, Ann R.
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ABSTRACT

A study explored differences in attitudes and values that two groups of eleventh graders derived from literature. One group was comprised of 25 students from a basic skills class. The second group of 20 students was selected at random from an American literature class. All of the students were enrolled in a New Jersey urban high school. A pretest was administered to determine the role of literature in each respondent's life. All students were then asked to complete a questionnaire and an interest inventory. Responses were analyzed according to the age, sex, instructional level, and grade attained in the student's last English class. A posttest was then administered to measure growth in an understanding of the role of literature in one's own life and in an appreciation of an author's literary techniques as a result of a teaching unit on literature and literary techniques. Analysis of results indicated a wider variety of interests among the basic skills students than among the American literature students. However, the need to read required course work was listed as the highest priority by both groups. In addition, students reported that they believe literature does have an influence on the formation of attitudes in life. Finally, the posttest revealed that basic skills students showed a greater shift in responses in a positive direction than the American literature students following the literature unit. A bibliography; tables of data of the pretest, posttest, and interest inventory; and a questionnaire are included. (DF)

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A STUDY OF THE EFFECTIVENESS OF LITERATURE INSTRUCTION DEMONSTRATED IN TWO SAMPLES OF HIGH SCHOOL JUNIORS

BY
ANN R. TOBIN

Submitted in Partial Fulfillment of the
requirements of the Master of
Arts Degree in Reading Specialization
Kean College of New Jersey
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Teachers of literature are often challenged to validate the role of literature in the curriculum. With the increased emphasis on reading skills and comprehension strategies, time allocated for literature must be justified. One justification is that literature's primary function is to develop reading skills through reading experience. Another is that literature embodies our cultural heritage and these traditions have earned a place in the education of every student. Questions concerning the influence of literature on readers in terms of changes in attitudes, values and behavior have arisen both in the past and in the present. Nila Banton Smith (1948) did a study of the "Personal and Social Values of Reading" in which she surveyed a group of 502 students in grades four through eight to determine if they remembered any book, story, or article which had changed their attitude in any way. 60.7% reported change in attitude about people or animals, and 9.2% reported changes in attitude sufficiently strong to cause a change in behavior. Changed thinking, modified attitudes, and changed behavior were reported as a result of reading. Bruno Bettleheim (1954) listed contributions literature makes to the development of the total personality. He stated, "The acquisition of skills, including the ability to read, becomes devalued when what one has learned to read adds nothing of importance to one's life." An important contribution of literature, he found, was to enable the child to empathize with the experience of others and, thereby, to enlarge his own personal involvement. The

materials of survey literature courses and anthologies have manifested a historical perspective of the role of literature down through the ages in preserving the common experiences of all men. Annotated bibliographies such as Adventure with Looks by White in 1951 and Modern Children's Books: A Catalogue of Notable and Best-Loved Books for Children 1900-1960 by Frohnsdorff in 1977 show that children's literature has stood the test of time and well-told tales have earned a place in the education of children by their timeless quality. Little research evidence, however, is available to indicate conclusively much support for teaching literature.

Hypothesis

To add to the meager amount of evidence on this topic, a study was developed in which two discrete samples of eleventh grade students would be examined to determine what differences in attitudes and values each derived from literature. It was hypothesized that pre and post assessment would show the efficacy of teaching literary appreciation skills in a directed reading activity to less motivated students. The purpose of this teaching would be to develop personal awareness of the values and insights gained by reading. It was further hypothesized that pre and post assessment of a control group of literature students would show results which were similar to those of the experimental sample.

Limitations

This study must be limited to the students available in the researcher's classes who participated in both pre and post assessments. It must be assumed that the students sampled responded to the questionnaires honestly, thoughtfully, and to the best of their abilities. A time limit of ten weeks might have affected the gathering of reliable data. The study conclusions cannot be extended beyond the students sampled. They are further limited because the questionnaires' use as data gathering instruments has not been validated nor has their reliability to elicit the required information been established.

Procedures

Subjects: For this study the researcher selected two samples of students from her eleventh grade English classes. One sample of twenty five Basic Skills students. The second sample of twenty students was selected at random from a total of thirty American Literature students. Both groups were identical in sex distribution, having fourteen boys and six girls each. Students chosen had to have taken both pretests and posttests Grades from their English classes in the previous trimester were used as additional identifying factors. In Sample I, one student had earned a grade of one; five, a grade of two; thirteen, a grade of three; and one, a grade of four. The median age of this sample was

seventeen years, four months. In Sample II, eleven students had earned a grade of one; seven, a grade of two; and two, a grade of three. The median age of this sample was sixteen years, nine months. All of the students were juniors who came from low to average middle income families and who were presently enrolled in a New Jersey urban high school of 1550 students. The classes had been intact since December 12, 1985. The total number of students had reading abilities which ranged from above grade level to below. The Basic Skills students read on grade level or below; the literature students read on grade level or above. Five of the Basic Skills students had not passed the New Jersey Minimum Basic Skills Test. The Basic Skills students read a novel augmented with instruction in literature appreciation skills. The literature students read a novel for outside reading to supplement regular instruction according to curriculum guidelines.

Materials:

Closed form questionnaires and an opinionnaire were developed to determine the influence, the enjoyment, the reading interests and the needs met by literature in the lives of the students. The responses were analyzed according to the age, sex, instructional level and grade attained in the student's last English class. A comparison between the two groups' responses was then made. Pre and post tests on attitudes toward reading and knowledge of literary techniques were used to assess results of a teaching unit on literature and literary techniques.

Specific Data Gathering Procedures:

A random sample selection of students was made by drawing names from a pool of all names of enrolled students who had responded to all parts of the research study. The larger number of male students resulted from the total of eighteen male students and seven female students in the combined Basic Skills classes. The Basic Skills students were predominantly male in all classes at the high school from which the sample was selected. The questionnaire and opinionnaire were administered at the beginning of the trimester to determine the role of literature in each respondent's life. The selected students took the pretest as anonymous respondents whose identity was unknown to the researcher. Birthdates were given to insure proper return to the correct respondent for post tests. The interest inventory was designed to measure preferences in reading and reasons for reading. The pretest was administered early in the trimester to measure needs met by literature and the respondent's appreciation of literary techniques of character, plot, language and imagery. The unit on literature was designed to teach definitions and examples of literary techniques reinforced by a study of the text. The posttest was designed to measure growth in an understanding of the role of literature in one's own life and in an appreciation of an author's literary techniques.

Data Gathering Instruments:

Closed form questionnaires and an interest inventory (see Appendix) as well as pre and post assessments on the

role of literature and an appreciation of literary techniques (see Appendix) were used to gather necessary data. Responses were counted and tabulated. The Preferred Areas of Reading choices were tabulated by inverse weightings; first choice, five points; second choice, four points; third choice, three points; fourth choice, one point. The relative popularity of the choices could then be described for a group in terms of total weighted scores, the most popular having the largest total.

Results

The Interest Inventory raw data, as summarized in Table I,

Table I

Interest Inventory Results: - Preferred Areas of Reading

Choice	Sample I	Number	Sample II	Number
1.	Sports	7	Adventure	4
2.	Fantasy	5	Mystery/Suspense	8
3.	Adventure	4	Adventure	5
4.	Biography	4	Fantasy	5
5.	Earlier Ages	5	Fantasy	6

revealed a broad range of reading interests with every category represented among the top five choices. Sample I's (Basic Skills Students) first choice was sports literature. Group discussion revealed that Sample I's fourth choice for biography reflected an interest in sports heroes. Choices of fantasy, adventure and earlier ages provided opportunities to vicariously experience situations different from those of the world of today.

Sample II's (Literature Students) first choice showed a preference for adventure, the choice of four students. First choice was shared by a pre erence for romance, science fiction, and sports, each with t:ree votes. Mystery and suspense was the choice of eight students for second choice. Both samples chose adventure as heir third choice. Fantasy was among the top five choices o: both groups. Ten students in Sample I and fifteen students in Sample II included adventure in their top five preferred reading categories.

To determine the likenesses and differences in preferred areas of reading between the samples, the choices of the respondents were listed in order of preference and the number of responses for each category was analyzed. Five categories of reading were given in Sample I's (Basic Skills students) responses; three were given in Sample II's (Literature Students) responses.

To provide weighted scores, inverse weightings were given to compare the respo:ses of both samples as shown in Table II.

Table II

Interest Inventory - Preferred Areas of Reading

Choice	Sample I	Number	Weighted Score	Sample II	Number	Weighted Score
1	Sports	7x5	35	Adventure	4x5	20
2	Fantasy	5x4	20	Mystery/Suspese	8x4	32
3	Adventure	4x3	12	Adventure	5x3	15
4	Biography	4x2	8	Fantasy	5x2	10
5	Earlier Ages	5x1	5	Fantasy	6x1	6
		TOTALS	80			83

Totals of 80 (Sample I) and 83 (Sample II) showed only a slight difference between samples.

To determine if the interests of students were reflected in their reasons for reading, students were given five categories in which to rank their reasons for reading in order of priority. The results are given in Table III.

Table III

Prioritiization of Reason for Reading

Choice	Sample I	Number	Sample II	Number
1	Required Course Work	8	Required Course Work	7
2	Same	7	Same	8
3	Personal Information	8	Personal Information	9
4	Other	9	Other	14
5	None	19	None	20

Required course work ranked highest in priority for both samples and was also the second priority for both. The ranking of priorities was the same for both groups in all categories, and the number of students choosing the respective categories was only one number apart in three categories. In Sample I, nine students indicated they had reasons for reading other than those listed as choices, and eight listed magazines. Fourteen Sample II students indicated their fourth priority was "Other." Seven listed newspapers and three listed weekly news magazines as their "other reading." Reading for pleasure/enjoyment failed to rank among the top five reasons for reading.

Students were polled to determine the role of literature in their lives and the findings were summarized in Table IV.

Table IV

Opinionnaire on the Role of Literature in One's Life

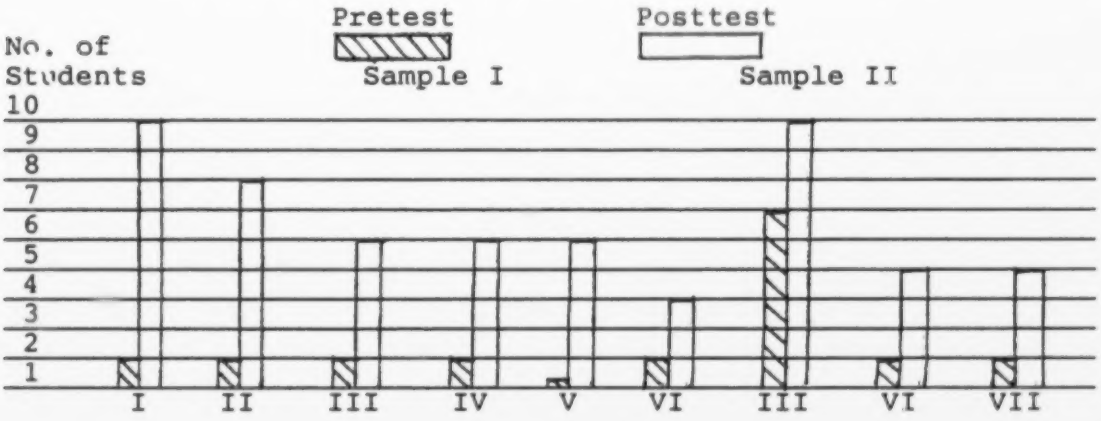
Response	Sample I		%	Sample II		%
Influence on Life		Yes	14	(70)	13	(65)
		No	6	(30)	7	(35)
Source of Enjoyment		Yes	15	(75)	12	(60)
		No	5	(25)	8	(40)
Attitude Formation		Yes	14	(70)	19	(95)
		No	6	(30)	1	(5)
Influence on Behavior		Yes	11	(55)	11	(55)
		No	9	(45)	9	(45)
Empathy with Characters		Yes	14	(70)	16	(80)
		No	6	(30)	4	(20)

The findings summarized in Table IV show the smallest role of literature was as an influence on behavior in both samples. The same response was given in both sample: eleven or 55% Yes. The greatest role was in the formation of attitudes with nineteen or 95% of Sample II answering in the affirmative. Sample I's responses were the same in three categories: source of enjoyment. attitude formation, and empathy with characters, each having 14 or 70% Yes answers. The total number of positive responses to the role of literature was very similar: 69 in Sample I and 71 in Sample II.

Students were asked to rank the role of literature in helping them to meet ten specific needs according to frequency of response: often, usually, sometimes, never or no opinion both at the beginning and at the end of the study. The responses were counted and tabulated for evaluation. Shifts in responses were graphed in Figure I to assess the changes.

Figure I

Ranking of Shifts in Response in the Role of Literature To Meet Specific Needs



The Roman Numerals correspond to the following responses to the role of literature: I. See Myself in Others; II. Escape from Reality; III. Experience New Ideas; IV. Experience New Environments; V. Appreciate the Timelessness of the Theme; VI. Envision Myself in Similar Situations; and VII. Solve My Own Problems. Sample I (Basic Skills Students) showed the largest shift in the category "See Myself in Others" with a shift of six. "Escape from Reality" registered a shift of five and "Appreciate the Timelessness of the Theme" showed a shift of four. Sample II (Literature Students) showed smaller shifts of only three in "Experience New Ideas," "Solve My Own Problems," and "Envision Myself in Similar Situations." All other shifts were in a positive direction but were shifts of only one or two. Sample I showed greater shifts in response in a positive direction in evaluating the role of literature in meeting specific needs in one's own personal life.

Students were asked to tell whether or not they reacted to literary techniques of character, events, outcome, diction and imagery in a literary piece. This assessment was done at the beginning and at the end of the study. Table V gives the raw data and percentages.

Table V
Positive and Negative Reactions to Literacy Techniques

	Sample I			Sample II		
Pretest		Posttest	Shift	Pretest	Posttest	Shift
Character						
Yes	18 (90)	18 (90)	0	17 (85)	18 (90)	+1
No	2 (10)	2 (10)		3 (15)	2 (10)	
Events						
Yes	12 (60)	15 (75)	+3	9 (45)	15 (75)	+6
No	8 (40)	5 (25)		11 (55)	5 (25)	
Outcome						
Yes	17 (85)	16 (80)	-1	15 (75)	16 (80)	+1
No	3 (15)	4 (20)		5 (25)	4 (20)	
Diction						
Yes	9 (45)	14 (70)	+5	15 (75)	15 (75)	0
No	11 (55)	6 (30)		5 (25)	5 (25)	
Imagery						
Yes	5 (25)	10 (50)	+5	16 (80)	17 (85)	+1
No	15 (75)	10 (50)		4 (20)	3 (15)	
		TOTALS	+12			+9

Results show uneven shifts in responses and one response in a negative direction. One less student in Sample I (Basic Skills Students) did not feel the outcome of the story was important. Sample I showed a positive shift in three categories, stayed the same in one, and showed one negative shift. The shifts of response by five students in two categories--"Appreciation of Imagery" and "Appreciation of Diction"--marked the most shifts made. Sample II (Literature Students) showed a shift of one in three categories, none in "Appreciation of Diction" and six positive reactions to the "Events of a Story." The experimental sample, Sample

I, showed three more positive shifts than the sample of literature students when a comparision of the overall totals of shifts in response was made.

Conclusions and Limitations

The Interest Inventory on Preferred Areas of Reading revealed a more diverse array of reading interests among Sample I (Basic Skills Students). Sample II's (Literature Students) interests revealed three preferred choices for reading: adventure, mystery and suspense and fantasy. Both samples included adventure and fantasy among their top five reading preferences. Reading assignments and anthologies which cater to these interests should include these preferred categories. In addition, this Interest Inventory showed that although the sample populations were different in educational achievement and curriculum offerings, their preferences in the kinds of reading they chose to do were similar. In this case the hypothesis of the study was supported.

The Prioritization of Reasons for Reading revealed the highest priority was given to required course work by both samples. The priorities did not match the expressed preferences for reading sports, adventure and fantasy indicated by the Interest Inventory. Reading for pleasure or enjoyment did not gain a place among the top five priorities for reading. Instead, the need to read for required course work took both first and second priority.

The Opinionnaire on the Role of Literature in One's Own Life established that literature does have an influence

on life and indicated the greatest influence of literature was in the formation of attitudes. This finding in 1986 supported the finding of Nila Banton Smith in 1948. The role of literature as a source of enjoyment was greater in Sample I (Basic Skills Students) than in Sample II (Literature Students), yet Sample II students had a greater empathy with characters which is often associated with enjoyment of literature. Overall, the responses to the role of literature were similar in both samples.

The pre and post assessments of the Role of Literature in Meeting Specific Needs showed shifts in responses in a positive direction marked by Sample I's showing a greater number of shifts in responses in more categories in a positive direction than Sample II.

The pre and post assessments of Positive and Negative Reactions to Literary Techniques showed that Sample I made three more positive shifts in response than Sample II. This modest gain might be a result of the unit in literary appreciation since a positive shift in response indicated an appreciation of an author's diction and use of imagery. A shift of six positive responses by Sample II to events might indicate interest in a book of their own choosing. A comparison of the posttest scores of both groups showed no differences in the first three categories of character, events and outcome. Sample II made one more positive shift in response in the category "Appreciation of Diction" and seven more in "Appreciation of Imagery." Thus, Sample II (Literature Students) showed a greater appreciation

of imagery than the Sample I (Basic Skills Students) who had had instruction in imagery.

The evidence of this study suggests that these samples were more similar than dissimilar in their preferences or reading and they shared the same priorities for reading Both samples attested to the role of literature as an influence in their lives. More influence was found on the formation of attitudes than on behavior. Pre and post assessments on the role of literature in meeting specific needs showed modest gains in positive shifts of response. While the hypothesis that a teaching unit on literature appreciation would increase these skills by positive shifts in response was supported, the results could have been produced by chance; therefore, they suggest a need for further study, particularly since the control group showed similar positive shifts in appreciation of imagery after a freely chosen reading activity without benefit of additional instruction. This study seemed to indicate a need for further research to determine the effect of literature appreciation on the acquiring of reading skills. More reliable data might require an extension of time; a period of ten weeks was perhaps too little time to produce significant results. Another element that might have influenced the outcome was the nature of the Basic Skills Students Sample and the ages of these students. Students who have reached the age of seventeen have already established ways of relating to literature which cannot be easily changed. They must be educated to broaden

their interests and tastes and to appreciate the values of literature in enriching their lives. This is a more time consuming task than the ten weeks of this study allowed.

VALUES OF LITERATURE: RELATED RESEARCH

In discussing books for children of all ages, researchers continually define and redefine the term "literature." Because literature addresses the affective domain, there seems to be as many definitions as there are researchers. Thorndike and Barnhart's dictionary definition states that "literature is the writings of a period or a country, expecially those kept alive by their beauty of style and thought." Many college students have memorized the definition of literature as "that writing which evokes an emotional response from the reader." Huus (1963) outlines four functions of literature: "(1) preserves cultures and civilizations; (2) holds forth an ideal; (3) provides pleasure; and (4) serves as a standard for language." She notes that literature should give pleasure both of the story and of its literary form. A child experiences aesthetic satisfaction from an emotional involvement with the characters and the anticipation of the known outcome of a well loved story he has enjoyed before and which he can barely wait to enjoy again. Older children vicariously experience the events of a story and either identify with or empathize with the main character or characters. Literature is a two way street in the development of receptive and expressive language skills. Huus seems to indicate that short changing a child in literature is tantamount to short changing him both in the acquiring of essential language skills and in experiencing life through literature.

Squire (1963) examined the relationship between reading and the language arts in the sixties. In reading and literature, he foresaw a move toward reliance on better, more varied, and more literary materials at every educational level. He concluded with reference to a study by Willis and LaBrandt (1961) which did follow up on the reading of high school students twenty years after graduation. Those who had had a program of guided individual reading for six years read more books and better books than most readers with whom they were compared. Squire further noted that the enjoyment of mature literary works depends on a knowledge of the important traditions upon which allusions are based. His findings stress the need for attention to the Greek myths, the Arthurian cycle, Bible stories, Norse myths and the stories of the Near and Far East, American folktales, and English balladtry.

Toothaker outlines ten curiosities the child can satisfy by reading: "curiosity about himself, the natural world, people and places, machines and how they work, facts and proof of facts, ideals by which men live, social world, creative experiences, world of make-believe, and the unknown world." Smith (1948) notes that discussion based on critical evaluation of content is essential because the meaning is often colored by "slants and attitudes of writers; and even more pronounced in effect, slants, attitudes, biases and prejudices of the reader." The child not only takes meaning from the printed page, but also brings meaning to it.

Smith and Robinson (1963) state that interests developed through literary experiences persist throughout school years and throughout life. They believe, further, "if literature had no other function than helping a person to establish life-time interests in reading, this value alone would place it close to the apex of curricular offerings." Literature should be chosen selectively to "contribute most to readers' lives culturally, socially, and informatively." Literature plays many roles in the personality development of the child: it promotes empathy with others in a myriad of situtations which are both current and past; it offers insight into the solution of personal problems; it has a positive effect on attitudes and behavior; it affords opportunities for self-expression; and promotes an interest in the literary heritage of all men. The insight shown in the students' quoted responses support literature's importance to the overall education of children. Smith and Robinson suggest that the inclusion of literature which has the stereotype of a particular generation should be used as a teaching device to explain sexism, prejudice and ethnic stereotyping.

The use of literature to address problems and concerns arose with the introduction of bibliotherapy. Bibliotherapy began in a supervised clinical or hospital setting. The term comes from two Greek words, biblion meaning book and therapeia meaning service. It has now come to mean the belief that all teachers should recognize that through reading, children of all ages can be helped to solve personal

problems. Bibliotherapy is a process by which children can acquire the skill through shared reading and discussion to understand their own personal and social development. Jalongo (1983) reports on using crisis oriented books with young children quoting Overstad's (1981) definition of bibliotherapy as "books used to promote mental health." Picture books suitable for use with young children include themes like "the search for identity, handling powerful emotions, coping with illness and hospitalization, sibling rivalry, dealing with divorce and seperation, understanding handicapping conditions, and accepting individual differences." Using books in the sense of providing bibliotherapy for preschool or primary children is based on the widely held belief that carefully selected books which address difficult life situations can lead to a meaningful discussion for child and adult. Bibliotherapy topics address the affective domain and ideally should be shared with as well as chosen by a caring adult. Sharing a book with a child currently embroiled in a difficult situation shows him a coping strategy or a successful outcome to the problem. Sharing the book with a child who is yet to meet the problem gives him an experience which promotes empathy for others and a way to face such an experience should the occasion arise. Jalongo concludes with the emphasis that the teacher makes the difference in the effectiveness of bibliotherapy in the classroom. She outlines four steps for the teacher that will enhance the successful treatment of sensitive issues through the

use of books: "plan, motivate, present and follow up."

Jalongo (1983) outlines the steps in the process of bibliotherapy with older children as "identification, catharsis, and insight...First, the reader or listener senses a common bond with the story's character. Next, the character encounters a difficult situation which is resolved and, finally, the reader or listener, by sharing vicariously in the story character's dilemma, reflects upon personal circumstances and internalizes some of the coping behaviors depicted in the book." Many researchers gave these steps which echo the stages through which a spectator of the early Greek tragedies passed as he witnessed a drama. Strategies used in the planning of good lessons should be exercised in planning valuable experiences with bibliotherapy stresses Jalongo. Set the purpose carefully, select the participants and choose the book to match their needs, and match the experience of the book with that of the child to realize the most value from the vicarious experience. Literature speaks directly to the child and his emotions. The sharing of a bond between the fictional characters and situations can make real life situations easier to understand and to meet successfully.

Davison (1983) echoes the research of Jalongo. She gives the sources for locating literature which is responsive to the needs of the youth. A teacher who is knowledgable with a wide range of books at various levels or reading difficulty is critical to the success of bibliotherapy.

Davison suggests that oral reading by the teacher establishes a bond between teacher and student and the book being read. Discussion is an essential follow up to reading sessions to promote an understanding of the concepts and to clarify any ambiquities. Discussion will allow the teacher to judge the suitability of the material and to make changes if necessary. Smith (1948) reminds teachers in several articles that "reading values are personal and individual; not all books affect all children in the same way." Davison feels the use of bibliotherapy by a skilled teacher can guide children to learn coping behaviors and problem-solving skills.

Belcher (1983) advocates exposing children to literature on child abuse to make the child aware of the fact that abusing parents were abused children and to help the abused child in developing and maintaining a positive self-image. Knowledge of stories about child abuse helps an abused child to deal indirectly with a situation which he cannot face directly. Belcher lists eighteen books dealing with child abuse through which the child may learn the unacceptability of such behavior to society as a whole and may be encouraged to break the vicious cycle by which the abused becomes the abuser. School Counselor magazines of the last few years list books for counselors to suggest to students whose parents are being divorced. Annotated bibliographies for children of all ages can be found in the literature to address the needs of the children of divorce.

To address the problem of ethnic stereotyping, Mahle (1983) defends his teaching of Black Boy in the wake of an outcry by a parent of one of his ninth grade students. Black Boy presented an opportunity to involve both parent and student in the selection of appropriate literature. Mahle's sensitive appreciation of Richard Wright's novel identifies its universal themes of "hunger, hypocrisy, social violence, family violence, suffering, death, and survival." These themes and an awareness of the suffering of others outweigh the profanity of the realistic dialogue in making a lasting impression on young students. The book prompts discussion which in turn promotes an understanding of social ills which cry out for remediation. Literature, according to Mahle, has a responsibility to enlarge horizons and deepen realizations of the power of man in facing and correcting the evils of the world.

Hansen (1984) sees the new young people's literature as an answer to the adolescent's search for identity and search for self-knowledge. She writes a literary criticism of the novels of John Rowe Townsend and feels that they address the real adolescent question: "Who am I? What am I here for? What do I have it in me to be and to do?" Townsend's novels, she demonstrates, help an adolescent mature by showing well-developed characters who change and mature through their adventures.

Parrish (1983) advocates allowing young readers to read romantic fiction to whet their appetite for different kinds

of reading. She sees romantic fiction as a find of fantasy which blends fantasy and realism by which young people can be led to science fiction, biography, non-fiction and works of high literary quality. Catanzaro (1984) is concerned that too realistic themes which dwell on problems may lead to a negative attitude about life. Beckman (1984) feels young people's literature which meets their needs and interests, although not always of the highest literary quality, may turn reluctant readers into lifetime readers. He stresses the value of reading aloud to promote an awareness of the beauty of language and to create a bond of rapport between teacher and child or parent and child.

A perceptive study of war in literature for adolescents by Dee C. Storey (1985) highlights the values shown. Because many of the stories are autobiographical, the authors stressed the qualities of character that enabled them to get through the war. The strength of human will and the power of the human spirit in difficult times permeate the war literature. Love of country and fellow men are vividly presented and extolled.

Compton and Skelton's (1982) study of realistic fiction which focuses on the problems faced by young people suggest the concern that some books may be too realistic and too pessimistic. Adolescents themselves see four problems of greatest concern: "relations within a family, school (ranked highest by boys), and interpersonal problems." Compton and Skelton's content analysis of literature for young people available in school libraries identified fifteen most popular realistic fiction and analyzed the books in terms of twenty-six problem-concerns. They noted that these books are viewed as valuable resources in understanding young people and for young people to understand themselves. They provide a means for the reader to gain understanding of some of the concerns they themselves face or may face. These books also promote empathy between a troubled young person and one seeking to understand the problems of his friend. The authors comment on the realistic portrayal of the characters in this new realistic fiction as a positive portrayal of a difficult period.

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APPENDIX

Male____Female____ Birthdate_____Age__

Class____ English Grade last trimester___

Reading Interest Categories - Group Interest Inventory

Rank in order of preference to you at least five areas of reading. Rank 1, most important; rank 2, next in importance, and continue.

_____1. adolescent problems

_____2. adventure

_____3. autobiography

_____4. biography

_____5. earlier ages

_____6. information

_____7. fantasy

_____8. mystery/suspense

_____9. real life situations

_____10. romance

_____11. science fiction

_____12. sports

Rank the reasons for your reading in order of priority. Rank 1, highest priority; 2,3,4,5, lowest priority.

_____1. personal information/curiosity

_____2. pleasure/enjoyment

_____3. required course work

_____4. other - please state_____

_____5. none

Male____Female____ Birthdate_____Age___

Class_____ English Grade last trimester____

Questionnaire

Kindly answer the following questions Yes or No. Kindly rate the importance of your opinion by using 4 for highly important; 3 for important; 2 for somewhat important; 1 for not important; and 0 for no opinion.

0 1 2 3 4

1. Has literature had an influence on your life?____Yes ____No _____

2. Has literature been a source of enjoyment for you?____Yes _____
____No

3. Has literature contributed to the formation of your attitudes? _____
____Yes
____No

If Yes, check:

a. toward people? ____ _____

b. toward animals? ____ _____

c. toward cultures? ____ _____

d. toward beliefs? ____ _____

e. toward jobs? ____ _____

f. toward countries?____ _____

4. Has literature been an influence on your behavior?____Yes ____No __ _____

5. Are you able to share the experiences of the characters in literature?____Yes ____No 34 _____

Male____Female____ Birthdate_____Age___

Course_____ English Grade last trimester____

Pre Test - Post Test

Complete the following statement and indicate the frequency of your response by checking the appropriate column: 1, Often; 2, Usually; 3, Sometimes; 4, Never; 5, No Opinion.

	1	2	3	4	5
Literature enables me to:					
1. Identify with the characters.					
2. Experience new ideas.					
3. Experience new environments.					
4. Share the interests of others.					
5. See problems worked out in true-to-life situations.					
6. Escape from reality.					
7. Solve my own problems.					
8. See myself in others.					
9. Envision myself in similar situations in my own life.					
10. Appreciate the timelessness of the theme.					

Male____Female____ Birthdate_____Age___

Course_____ English Grade last trimester_____

Pre Test on Literary Techniques

Answer Yes or No.

_____1. Do you identify with the main character of a story?

_____2. Do you become personally involved with the events of a story?

_____3. Is the outcome of the story important to you?

_____4. Do you appreciate the author's choice of words and his ability to record human situations and emotions faithfully?

_____5. Does the imagery and figurative language add to your enjoyment of a literary piece?